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ABSTRACT

The high school newspaper is discussed from four different angles: (1) the role of the paper, (2) the principal and the newspaper, (3) the adviser and the paper, and (4) the staff and the paper. Questionnaires were administered to the advisers and a college jury concerning such issues as freedom of expression, censorship, and the various roles of the high school newspaper. Results are given in tabular form. (CK)

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THE HUMAN EQUATION AND THE SCHOOL NEWSPAPER

Part 1. The Role of the Newspaper

Part 2. The Principal and the Newspaper

Part 3. The Adviser and the Newspaper

Part 4. The Staff and the Newspaper

TE 002 437

QUILL AND SCROLL STUDIES, 1970

By Laurence R. Campbell, Director

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		Page
Part 1.	The Role of the Newspaper . . .	1
Part 2.	The Principal and the Newspaper	15
Part 3.	The Adviser and the Newspaper	27
Part 4.	The Staff and the Newspaper . .	33

Foreword

Space is not available in Quill and Scroll to present in full the periodic inquiries of Quill and Scroll Studies. Hence, a very limited number of copies is duplicated for those who have a special interest in the high school press.

Funds for research are limited, hence, most of the studies are designed to help the staff and adviser to understand their roles and responsibilities, often with practical suggestions for improvement. At the same time studies may concern related problems.

The director of Quill and Scroll Studies herein acknowledges the cooperation of many advisers, principals, schools of journalism, school press associations, and other friends of student journalists.

If you reprint the findings, please attribute them appropriately. As a full-time college teacher, the director gives a modest amount of his time to Quill and Scroll Studies. Hence, the depth and scope of studies is limited.

It has been a pleasure to meet you at school press conferences at which I have spoken. I continue these contacts. Each summer I teach at the high school press institute at Syracuse University to keep in touch with student journalists.

Your suggestions are welcomed.

Laurence R. Campbell, December, 1970

Quill and Scroll Publications

You may order these publications from Quill and Scroll, University of Iowa, Iowa City, Iowa, 52240:

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THE HUMAN EQUATION AND THE SCHOOL NEWSPAPER

Part 1. The Role of the Newspaper
A Quill and Scroll Study, 1970
By Dr. Laurence R. Campbell, Director

1. Introduction

What is the role of the high school newspaper? Does it serve the school as the local newspaper serves the community? Or is it a unique phenomenon with a different role in secondary education?

This is not a new question, yet as we face the '70s we may wonder whether the perspective adequate for the '20s, '40s, and '60s is adequate for the coming decades.

To re-examine this role, Quill and Scroll Studies in the spring of 1970 invited five groups to participate in a study of the role of the high school newspaper adviser. The first phase of the study concerned the functions, guidelines, critera and general views of these groups:

They were:

1. Newspaper advisers. Responses came from 135 advisers in many states.
2. A college jury: journalism teachers--in junior college and upper divisions, journalism deans, school press association directors. Responses came from 75.
3. High school principals.
4. Secondary and English supervisors.
5. Editors of educational magazines and newspaper education editors.

While some members of the third, fourth, and fifth groups cooperated, not enough did so to make their data significant. This response in itself is evidence of their indifference to student publishing as well as high school courses in journalism and mass media. Data herein are reported in percentages.

The evident apathy is all the more saddening in view of the loud chatter about quality education a few years ago. There has been no pursuit of excellence in high school journalism on a widespread basis.

To be sure, in general the answers on functions and criteria are about what might be expected. On the other hand, the answers on guidelines and general views are puzzling and surprising. Indeed, some are shocking and alarming.

These answers are significant because they come from high school journalism teachers and college journalism men and women. They should be more perceptive and more judicious than laymen, some of whom are gullible.

2. General Views

Participants were invited in this and other instances to indicate a response to various statements by checking one of five answers: strongly agree, agree, don't know, disagree, strongly disagree.

Since participants presumably have studied journalism in depth, it is surprising that so many give the answer of "don't know." It may be that a few did not take time to read the statements carefully.

Certainly it is astounding to learn, as Table 1 indicates, that one high school newspaper adviser in ten does not believe in freedom of the press! The statement to which participants responded was very similar to that in the First Amendment.

TABLE 1.--Congress should make no law abridging the freedom of the press.

	Advisers	College Jury
Strongly agree	56	80
Agree	24	9
Don't know	8	4
Disagree	8	3
Strongly disagree	3	4

Six per cent of the members of both groups somehow believe that a free people does not need a free press! See Table 2. And apparently many of these journalism teachers are unaware of John Milton's comments on freedom of expression, or so Table 3 seems to indicate. Nearly half of the newspaper advisers don't know whether they believe it--perhaps because of their own inadequate background in journalism literature.

One newspaper adviser in twenty disagrees with the statement of the late President Eisenhower, as noted in Table 4. Perhaps they believe that valid judgments can be made without facts.

Four statements made by a public figure in the year 1969-1970 elicited divided responses, as Tables 5, 6, 7, and 8 indicate.

TABLE 2.--A free people and a free press are inseparable.

	Advisers	College Jury
Strongly agree	72	84
Agree	19	8
Don't know	2	3
Disagree	2	3
Strongly disagree	4	3

TABLE 3.--Whoever knew the truth put to worse, in a free and open encounter. Her confuting is the best and surest suppression.

	Advisers	College Jury
Strongly agree	30	40
Agree	17	24
Don't know	45	27
Disagree	1	5
Strongly disagree	7	5

TABLE 4.--Facts in perspective are vital to valid citizen judgments.

	Advisers	College Jury
Strongly agree	74	84
Agree	19	12
Don't know	3	1
Disagree	1	1
Strongly disagree	4	1

While some accepted these sweeping generalizations, one-fifth to two-fifths disagreed and many others would not commit themselves.

The relationship between these assertions and objective reality are difficult to discern. It appears that the source may be guilty of reporting which is neither detached nor disinterested. To put it another way, he is guilty of the biased reporting he condemns in others.

TABLE 5.--Few American institutions are as free from responsible and systematic analysis as the American press.

	Advisers	College Jury
Strongly agree	19	16
Agree	24	24
Don't know	15	20
Disagree	28	30
Strongly disagree	14	10

TABLE 6.--The press, which performs the role of reporter and critic for other institutions, has been reluctant to undertake self-analysis.

	Advisers	College Jury
Strongly agree	11	23
Agree	37	41
Don't know	17	10
Disagree	28	18
Strongly disagree	7	8

TABLE 7.--Long ago, publishers learned that they could expand their relationship among heretofore non-newspaper readers by openly marshaling the most exaggerated and detailed reports of violence and sex.

	Advisers	College Jury
Strongly agree	11	14
Agree	45	38
Don't know	18	15
Disagree	19	20
Strongly disagree	7	13

It is surprising to report that one-third of the college journalism teachers disagree with the statement that the credibility of newspaper depends upon the credibility of its news sources. Do they assume the newspaper can publish anything from any source without verification of its accuracy or truth?

TABLE 8.--The traditional relationship between violence and the press is a matter of journalistic history.

	Advisers	College Jury
Strongly agree	12	10
Agree	32	31
Don't know	37	36
Disagree	16	14
Strongly disagree	4	9

TABLE 9.--The credibility of a newspaper depends upon the credibility of its news sources.

	Advisers	College Jury
Strongly agree	29	13
Agree	49	35
Don't know	8	18
Disagree	8	23
Strongly disagree	5	11

More than one-fifth of the participants appear to believe that the newspapers make the news instead of reporting the news, as Table 10 indicates.

TABLE 10.--Newspapers--daily and school--do not make news; they report it whether it is "good" or "bad."

	Advisers	College Jury
Strongly agree	36	26
Agree	40	40
Don't know	5	10
Disagree	15	23
Strongly disagree	5	1

Nearly one-fourth of the advisers believe that the high school newspaper should not be in a position to publish some school news

that local newspaper can publish, according to Table 11. Such a position suggests the existence of censorship.

TABLE 11.--The school newspaper should be in a position to publish any news about the school that local newspapers publish.

	Advisers	College Jury
Strongly agree	39	50
Agree	34	32
Don't know	4	4
Disagree	17	13
Strongly disagree	6	1

3. Function

The first over-all statement on newspaper functions was a modification of the opening sentence in the Canons of Journalism of the American Society of Newspaper Editors. The modified version reads: "The primary function of the newspaper is to communicate what the members of society do, feel, say, and think."

Compare the answers of the newspaper advisers and college jury. (See Table 12.)

TABLE 12.--Primary function of the newspaper.

	Advisers	College Jury
Strongly agree	60	61
Agree	26	25
Don't know	3	5
Disagree	6	4
Strongly disagree	5	4

Participants were invited to respond to statements on the information, persuasion, entertainment and advertising functions of the newspaper. Their views follow. (See Table 13.)

TABLE 13.--The information (news) function.

	Advisers	College Jury
Strongly agree	74	87
Agree	20	11
Don't know	1	1
Disagree	1	0
Strongly disagree	4	1

Newspaper advisers and the college jury agree that the information or news function of newspapers is the most important. Advisers are more skeptical about the persuasion function whereas the college jury is more dubious about the entertainment function. The advisers revealed somewhat less support for the advertising function. Even so, the great majority of both groups recognize these four functions as worthwhile.

TABLE 14.--The persuasion function.

	Advisers	College Jury
Strongly agree	39	46
Agree	42	38
Don't know	2	8
Disagree	12	8
Strongly disagree	5	0

TABLE 15.--The entertainment function.

	Advisers	College Jury
Strongly agree	33	28
Agree	50	48
Don't know	4	7
Disagree	10	23
Strongly disagree	2	0

TABLE 16.--The advertising function.

	Advisers	College Jury
Strongly agree	23	36
Agree	58	42
Don't know	7	12
Disagree	6	8
Strongly disagree	6	1

More than two decades ago the Commission on Freedom of the Press outlined five major services the press should perform. In this Quill and Scroll Study the earlier statements were paraphrased to fit the school press. In the next five tables the replies of newspaper advisers and the college jury are summarized. While more than eighty per cent approve these five statements, the depth of their support varies considerably.

TABLE 17.--The school newspaper should provide a truthful, comprehensive, and intelligent account of school events in a context that gives them meaning.

	Advisers	College Jury
Strongly agree	86	82
Agree	9	14
Don't know	0	1
Disagree	1	0
Strongly disagree	5	3

TABLE 18.--The school newspaper should provide a forum for the exchange of comment and criticism on current issues.

	Advisers	College Jury
Strongly agree	70	81
Agree	21	15
Don't know	1	1
Disagree	5	1
Strongly disagree	3	1

TABLE 19.--The school newspaper should provide a projection of a representative picture of the constituent groups that make up the school.

	Advisers	College Jury
Strongly agree	60	65
Agree	30	26
Don't know	4	4
Disagree	2	3
Strongly disagree	3	3

TABLE 20.--The school newspaper should provide a presentation and clarification of the high school's goals and values.

	Advisers	College Jury
Strongly agree	51	49
Agree	35	37
Don't know	9	4
Disagree	3	7
Strongly disagree	2	3

TABLE 21.--The school newspaper should provide a full account of current ideas, events, and problems affecting secondary education locally.

	Advisers	College Jury
Strongly agree	52	38
Agree	36	47
Don't know	6	3
Disagree	4	7
Strongly disagree	3	5

4. Guidelines

In 1969 Dario Politella, associate professor of journalistic studies at the University of Massachusetts, recommended a series of guidelines for the college press. In this Quill and Scroll study these guidelines were adapted to apply to the high school

press. The reaction of participants in this study is presented here.

Daily newspapers must be solvent to be secure. A financially bankrupt newspaper usually is editorially bankrupt. Even so, many of the advisers and the college jury appear to distrust student newspapers that are financially independent and, hence, unable to perform their functions with complete effectiveness.

Many also are reluctant to let student journalistists test theories to see whether they work when put into practice. Such an attitude suggests that they may be afraid of or uncertain about theories and their applications--or about the nature of American education.

Many newspaper advisers as well as members of the college jury may be libertarians, yet a surprising number show a distrust in self-government when applied to student publications. Perhaps they feel unable to teach responsible journalism.

TABLE 22.--A student newspaper that is relevant makes service its ideal purpose.

	Advisers	College Jury
Strongly agree	57	48
Agree	30	36
Don't know	7	10
Disagree	4	3
Strongly disagree	2	4

TABLE 23.--Financial independence is the cornerstone of true freedom and responsibility of the high school press.

	Advisers	College Jury
Strongly agree	36	11
Agree	27	34
Don't know	12	18
Disagree	18	27
Strongly disagree	7	11

TABLE 24.--The role of the student press is to help students to transfer their theories into practice.

	Advisers	College Jury
Strongly agree	23	14
Agree	40	40
Don't know	22	21
Disagree	11	21
Strongly disagree	4	4

TABLE 25.--A self-regulated press is a free student press.

	Advisers	College Jury
Strongly agree	37	32
Agree	32	19
Don't agree	15	25
Disagree	12	19
Strongly disagree	4	5

TABLE 26.--A student newspaper within its legal, ethical, and financial responsibilities should develop quality performance.

	Advisers	College Jury
Strongly agree	74	71
Agree	21	18
Don't know	1	4
Disagree	0	3
Strongly disagree	5	3

Consider criteria which may be used to evaluate both local and high school newspapers. Twelve terms were selected. They were chosen from the terms proposed by the Associated Press Managing Editors and the American Society of Newspaper Editors.

At first glance it may be suggested that it is obvious that these terms would be accepted by everybody. Actually in many instances 5 per cent or more of the newspaper advisers objected

to such criteria as truthfulness, accuracy, integrity, and responsibility. It also may seem odd that teachers in high school and college "don't know" what they believe. For example, 2 per cent of the advisers "don't know" whether they are for decency or fair play as criteria!

TABLE 27.--Fair play as a criterion.

	Advisers	College Jury
Strongly agree	84	92
Agree	9	5
Don't know	2	1
Disagree	0	0
Strongly disagree	5	1

The term loyalty probably was open to question. Some participant made marginal notes, asking "loyalty to whom." Should the newspaper be loyal to the newspaper staff, the school principal, the student council, a theory of education, a social philosophy?

TABLE 28.--Sincerity as a criterion.

	Advisers	College Jury
Strongly agree	83	81
Agree	10	14
Don't know	2	4
Disagree	1	0
Strongly disagree	5	1

TABLE 29.--Impartiality as a criterion.

	Advisers	College Jury
Strongly agree	76	79
Agree	15	11
Don't know	3	6
Disagree	3	3
Strongly disagree	3	1

TABLE 30.--Leadership as a criterion.

	Advisers	College Jury
Strongly agree	77	73
Agree	16	23
Don't know	2	0
Disagree	2	3
Strongly disagree	3	1

TABLE 31.--Decency as a criterion.

	Advisers	College Jury
Strongly agree	52	78
Agree	11	19
Don't know	2	0
Disagree	0	0
Strongly disagree	5	3

TABLE 32.--Loyalty as a criterion.

	Advisers	College Jury
Strongly agree	65	64
Agree	20	14
Don't know	9	14
Disagree	3	4
Strongly disagree	3	3

Surprisingly, 14 per cent of the college jury didn't know whether they were for or against independence, perhaps indicating that the college power structure might not like an independent newspaper. Even so, in most instances about nine out of ten participants strongly agreed or agreed that the criteria listed could be applied to school as well as daily newspapers.

Whether the reader agrees with the majority or the minority of participants in this study, he must be aware of the fact that the opinions and attitudes of the advisers and college jury are reflected in classroom teaching. Such a conclusion should be the basis of more than a little disquietude.

TABLE 33.--Responsibility as a criterion.

	Advisers	College Jury
Strongly agree	89	92
Agree	6	8
Don't know	1	0
Disagree	1	0
Strongly disagree	4	0

TABLE 34.--Independence as a criterion.

	Advisers	College Jury
Strongly agree	67	56
Agree	21	21
Don't know	4	14
Disagree	5	6
Strongly disagree	3	4

TABLE 35.--Truthfulness as a criterion.

	Advisers	College Jury
Strongly agree	89	94
Agree	5	3
Don't know	1	1
Disagree	1	0
Strongly disagree	4	1

TABLE 36.--Accuracy as a criterion.

	Advisers	College Jury
Strongly agree	90	93
Agree	4	4
Don't know	1	1
Disagree	0	0
Strongly disagree	5	1

TABLE 37.--Integrity as a criterion.

	Advisers	College Jury
Strongly agree	85	90
Agree	8	7
Don't know	2	1
Disagree	0	0
Strongly disagree	5	1

TABLE 38.--Respect for persons as a criterion.

	Advisers	College Jury
Strongly agree	88	88
Agree	6	3
Don't know	2	3
Disagree	0	0
Strongly disagree	5	1

THE HUMAN EQUATION AND THE SCHOOL NEWSPAPER

Part 2. The Principal and the Newspaper

A Quill and Scroll Study, 1970
By Dr. Laurence R. Campbell, Director

1. Introduction

Consider the human equation and the high school newspaper. The principal, the adviser, and the staff are the significant variables. Without the active and sustained support of each variable, the newspaper cannot achieve its full possibilities.

What should be expected of the high school principal? This question has been answered by The Principal and High School Journalism, a Quill and Scroll publication. In this study it is answered by advisers of representative high school newspapers.

2. Procedure

This study by Quill and Scroll Foundation of the principal's role has two parts:

1. Early in 1970 a questionnaire on "The Role of the Newspaper Adviser in Senior High School" was circulated to advisers, a college jury, principals, English and secondary supervisors, and editors of education magazines and education sections in newspapers. Replies from 135 advisers and from the college jury--75 persons--were sufficient to warrant analysis.

   The college jury consisted of directors of high school press associations, journalism teachers in junior college and upper division, and heads of college journalism programs.

2. A questionnaire entitled "Improvements in 1969-1970 in Your Newspaper and Journalism Program" was circulated to many principals in Vermont, Delaware, Nevada, Idaho, South Dakota, and North Dakota. The fact that only 42 participated in itself is an indication of principals' attitudes toward high school journalism and toward foundation inquiries.

What does the adviser expect of the principal? Every teacher has the right to expect the sustained interest, approval, and support of the principal. The adviser does not ask for special consideration--just a consideration which too often is limited to the teachers of the sacred solids and to athletics. Their need include:

1. Insistence by principal that the newspaper adviser is qualified to teach journalism and supervise publications, that is, has 15 semester hours or more in upper division journalism.

2. Provision by the principal that the newspaper can be published at least seven times a semester, that is, that the newspaper has enough money to publish a newspaper, not a historical quarterly.

3. Provision by the principal that the staff will be trained in basic and advanced journalism courses in which library resources and audiovisual materials are available.

4. Provision by the principal for journalism-newspaper facilities designed for that purpose just as a gymnasium is designed for physical education and athletic programs.

3. <u>Expectations of the Principal</u>

What do advisers expect of principals? Their answers and those of the college jury are presented here in percentages. In

several instances the computerized data do not add up to 100 per cent. In some instances there are notable differences of opinion.

Since the participants are not laymen, it is puzzling to discover that so many "don't know." Then, too, in numerous instances there seem to be five per cent or less who disagree with a major position which it would be to their advantage to support.

These data are presented in a series of tables, each of which is clear. Accordingly no additional comment will be made.

TABLE 1.--The principal should take the position that the school newspaper legally is published under the auspices and with the approval of the board of education and that, hence, the principal is the publisher.

	Advisers	College Jury
Strongly agree	14	26
Agree	30	32
Don't know	11	10
Disagree	25	15
Strongly disagree	19	17

TABLE 2.--The principal should take the position that since he is in a sense the publisher, he is not a censor when he requires changes in content or policy.

	Advisers	College Jury
Strongly agree	15	21
Agree	19	27
Don't know	8	18
Disagree	34	23
Strongly disagree	24	11

TABLE 3.--The principal should challenge the position that censorship consists of external interference with newspaper policy or content.

	Advisers	College Jury
Strongly agree	12	24
Agree	30	28
Don't know	25	15
Disagree	15	21
Strongly disagree	19	13

TABLE 4.--The principal should employ a qualified newspaper adviser who can teach the principles and techniques needed by teenagers to produce newspapers.

	Advisers	College Jury
Strongly agree	63	85
Agree	28	14
Don't know	3	0
Disagree	1	0
Strongly disagree	5	1

TABLE 5.--The principal should support a communication-centered curriculum.

	Advisers	College Jury
Strongly agree	45	49
Agree	36	27
Don't know	9	17
Disagree	6	4
Strongly disagree	4	3

TABLE 6.--The principal should introduce a course in mass media for consumers.

	Advisers	College Jury
Strongly agree	31	54
Agree	37	22
Don't know	17	14
Disagree	7	4
Strongly disagree	7	3

TABLE 7.--The principal should arrange for a publication-journalism center as well equipped for its purposes as science classes are for their purposes.

	Advisers	College Jury
Strongly agree	64	65
Agree	25	28
Don't know	5	4
Disagree	1	1
Strongly disagree	5	1

TABLE 8.--The principal should arrange for the library to have current journalism books on freedom of the presse, news media overseas, history.

	Advisers	College Jury
Strongly agree	55	66
Agree	88	26
Don't know	1	4
Disagree	1	3
Strongly disagree	4	1

TABLE 9.--The principal should encourage the adviser to apply for a Newspaper Fund Fellowship.

	Advisers	College Jury
Strongly agree	40	55
Agree	32	24
Don't know	19	12
Disagree	7	4
Strongly disagree	3	4

TABLE 10.--The principal should encourage the adviser to join the Journalism Education Association.

	Advisers	College Jury
Strongly agree	35	49
Agree	34	26
Don't know	17	12
Disagree	10	7
Strongly disagree	7	5

TABLE 11.--The principal should encourage the newspaper adviser to join Columbia Scholastic Press Association Advisers Association.

	Advisers	College Jury
Strongly agree	29	37
Agree	30	21
Don't know	23	29
Disagree	14	8
Strongly disagree	5	4

TABLE 12.--The principal should encourage the newspaper staff to affiliate with state and national school press associations.

	Advisers	College Jury
Strongly agree	52	61
Agree	34	37
Don't know	6	1
Disagree	4	1
Strongly disagree	4	4

TABLE 13.--The principal should encourage student journalists to attend summer school press institutes and workshops.

	Advisers	College Jury
Strongly agree	51	61
Agree	34	32
Don't know	3	1
Disagree	4	1
Strongly disagree	4	4

TABLE 14.--The principal should read the newspaper regularly after each issue.

	Advisers	College Jury
Strongly agree	69	76
Agree	26	22
Don't know	0	0
Disagree	0	0
Strongly disagree	5	3

TABLE 15.--The principal should conduct a press conference for key editors and student council leaders before each issue of the newspaper.

	Advisers	College Jury
Strongly agree	19	31
Agree	31	19
Don't know	12	17
Disagree	24	18
Strongly disagree	14	15

TABLE 16.--The principal should commend the staff for quality and responsible journalism.

	Advisers	College Jury
Strongly agree	68	64
Agree	24	32
Don't know	1	1
Disagree	2	0
Strongly disagree	4	3

TABLE 17.--The principal should rebuke students on the staff for not upholding his policies.

	Advisers	College Jury
Strongly agree	5	1
Agree	7	3
Don't know	6	4
Disagree	32	34
Strongly disagree	50	58

TABLE 18.--The principal should maneuver editors who disagree with him into resigning.

	Advisers	College Jury
Strongly agree	4	1
Agree	1	0
Don't know	2	4
Disagree	25	23
Strongly disagree	67	72

TABLE 19.--The principal should expel or suspend staff members who differ with his viewpoints.

	Advisers	College Jury
Strongly agree	4	1
Agree	1	1
Don't know	1	1
Disagree	18	14
Strongly disagree	77	82

TABLE 20.--The principal should read the newspaper galley-proofs before each issue.

	Advisers	College Jury
Strongly agree	5	1
Agree	3	3
Don't know	2	4
Disagree	23	23
Strongly disagree	66	69

4. The Principals' Achievements

This part of the study examines not what advisers want but what principals do. Since the sample is small, no attempt is made here to generalize about the situation in general. Other studies by Quill and Scroll Studies, however, indicate that the situation reported here is similar to that in many other areas.

Since the principal supposedly is an educator informed on the needs of his school, it is disappointing to note the lack of solid program in 1969-1970. The principals in question had not persuaded their boards of education even to achieve minimum standards in journalism and student publications.

If a principal is employed as an educator to provide dynamic leadership, then many principals are falling down on the job. They appear to be following the procession rather than marching at the head of it, but the data herein show what the situation is.

Examine these facts:

26 per cent of the schools have neither duplicated nor printed newspapers.

62 per cent have no magazines.

53 per cent do not send news regularly to local newspapers.

77 per cent do not send news regularly to local broadcast media.

55 per cent have no Quill and Scroll chapter.

95 per cent have no Future Journalists of America organizations.

In these six states two printed and one duplicated newspaper were founded during the year.

More than half of the schools maintain no affiliation with the state high school press association. Only two out of five are members of the National Scholastic Press Association and only one in four is a member of the Columbia Scholastic Press Association. In two-thirds of the schools there is no yearly award banquet to honor student journalists.

More than half the schools have no journalism courses, although 16 per cent of the schools offered journalism courses for the first time in 1969. Note these facts:

None of the schools report courses in creative writing, yearbook production, advanced newspaper study, or film.
Only one school has a course in mass media.
Only one school has a course on broadcast media.

Consider this shocking fact: only 35 per cent of the journalism teachers (publication advisers) ever have taken a college course in journalism! What would we say if two-thirds of the high school mathematics teachers never had taken a course in college

mathematics! Moreover, only five teachers have a major in journalism, only six a minor!

Principals generally are happy to report improvements made each year in facilities for science or business, physical education or foreign languages. How have journalism facilities improved in the past year?

In one-fourth of the schools the principals do not even reserve a typical classroom for journalism and newspaper activities, although 13 per cent took this step in 1969-1970.

In 41 per cent of the schools the principals report that the publication headquarters is designed specifically for curricular and co-curricular journalism. In 11 per cent such facilities were provided in the past year, but in the others--almost one-half no such facilities have been provided.

Pictorial journalism languishes in these states, for 35 per cent have no camera for student journalism and 58 per cent have no darkroom.

Note these deficiencies:

12 per cent have no pencil sharpener!
20 per cent have no large wastebaskets.
74 per cent have no outside telephone.
37 per cent have no opaque projector.
28 per cent have no overhead projector.
22 per cent have no screens for projectors!
51 per cent have no newspaper racks or holders.
17 per cent don't have electrical outlets for projectors!

Only 13 per cent of the schools have a horseshoe copydesk. Doubtless their home economics students are not using wood stoves!

Slightly more than one-half have eight manual typewriters in good condition--and tables on which to put them. One school in eight has no bulletin board and one in five has no chalkboard on a sidewall.

Two-thirds of the schools have a storage closet with shelves, but 44 per cent do not provide as much as 15 feet in bookshelf space. Approximately two-thirds have no sink with running water, small adding machine, acoustically treated walls and ceiling, or 34 or more stock chairs.

Consider these facts:

82 per cent are without triangular or trapezoidal tables.
59 per cent are without drawing boards.

45 per cent without T-squares.
38 per cent don't have the equipment needed for a duplicated newspaper.
24 per cent have no clock!
47 per cent have no lectern.
89 per cent are without air conditioning.
58 per cent are without a staff conference room.
71 per cent have no office for the adviser.
58 per cent have libraries without 10 or more journalism books--other than textbooks--published since 1965.

Only one school has a link with a local radio or television station. Approximately one-half have no lockable 4-drawer files.

5. Conclusions

Quill and Scroll Studies herein examines the expectations the advisers have in their principals. It also analyzes the failure of some principals. It would be simple to say: what does it matter if the principal fails the minority of the students in journalism and student publishing?

To be sure, principals have been confronted with unrest--racial problems, drug problems, and others. Some of the unrest may have been eliminated had there been effective communication. And this kind of communication cannot be achieved through a monthly newspaper.

Ask any principal this question: Would you establish a band without a man trained professionally to teach music? Would you ask him to build a band without instruments? Would you ask him to teach without a satisfactory place in which to teach? The answers are "no," of course.

Ask the same questions about athletics.

The inescapable truth is that many principals simply are not doing for student journalism what they do for other curricular and co-curricular activities. To be sure, many are--but not nearly enough. Once more it is clear that principals who can always find other problems should reserve some of their time to meet the expectations of newspaper advisers.

THE HUMAN EQUATION AND THE SCHOOL NEWSPAPER

Part 3. The Adviser and the Newspaper

A Quill and Scroll Study, 1970
By Dr. Laurence R. Campbell, Director

1. Introduction

What is the adviser's role? In this Quill and Scroll Study that role is examined by advisers--135 of them and the college jury--75 college journalism leaders. In general they appear to be in accord, but at times the former seem to be more conservative than the latter.

2. Procedure

The questionnaire circulated to advisers invited them to respond to a series of statements by choosing one of these answers: (1) strongly agree, (2) agree, (3) don't know, (4) disagree, (5) strongly disagree. Since none of them was a layman, it was surprising to note how many gave "don't know" answers. While occasional statements may have seemed ambiguous, it would seem that most of them on the basis of preparation and experience could respond. In some instances it was puzzling to note that there were almost invariably a few who would disagree or strongly disagree no matter what the statement.

3. Qualifications

Newspaper advisers--because they often are English teachers--continue to believe in the magic of the English certificate as a basis for success in journalism, as Table 1 indicates. The college jury is much less impressed by a combination, say of eight to ten literature courses, one or two writing courses, and grammar and linguistics as a basis for teaching journalism and mass media.

TABLE 1.--The newspaper adviser should be certified to teach English.

	Advisers	College Jury
Strongly agree	40	23
Agree	36	20
Don't know	9	27
Disagree	9	23
Strongly disagree	6	8

The importance of preparation in journalism is stressed with greater emphasis by the college jury than by the advisers, as Table 2 and 3 indicate.

TABLE 2.--The newspaper adviser should be certified to teach journalism.

	Advisers	College Jury
Strongly agree	49	81
Agree	33	12
Don't know	8	3
Disagree	7	3
Strongly disagree	4	1

TABLE 3.--The newspaper adviser should have at least 15 semester hours in upper division journalism.

	Advisers	College Jury
Strongly agree	31	53
Agree	21	32
Don't know	15	8
Disagree	23	5
Strongly disagree	4	1

4. Administrative Support

Active support of the principal is approved by more than nine out of ten of both the advisers and the college jury, as Table 4 indicates. One in twenty, however, don't want that support or feel they don't need it.

TABLE 4.--The newspaper adviser should have the active support of the principal.

	Advisers	College Jury
Strongly agree	71	72
Agree	21	23
Don't know	3	3
Disagree	1	0
Strongly disagree	4	3

5. Schedule Load

Newspaper advisers often teach a full load and then supervise the school newspaper too. Hence, as Tables 5, 6, and 7 indicate, they show a concern about their schedules and loads.

TABLE 5.--The newspaper adviser should have a schedule that enables him to deal with staff problems promptly and efficiently.

	Advisers	College Jury
Strongly agree	74	80
Agree	21	17
Don't know	0	1
Disagree	1	0
Strongly disagree	4	1

TABLE 6.--The newspaper adviser should have a load that enables him to deal efficiently with newspaper problems.

	Advisers	College Jury
Strongly agree	78	79
Agree	17	19
Don't know	0	0
Disagree	1	1
Strongly disagree	4	1

TABLE 7.--The newspaper adviser should have a load of at least one course less because of his role as newspaper adviser.

	Advisers	College Jury
Strongly agree	64	68
Agree	18	20
Don't know	7	9
Disagree	6	0
Strongly disagree	5	3

6. The Adviser's Image

What is precisely the adviser's role? In Tables 8, 9, 10, and 11 the participants indicate how they want professional people to regard them. It is significant that 28 per cent openly view their status as censors, a shocking stance for any teacher in the United States to take. Even some members of the college jury--doubtless defenders of academic freedom--adopt such a position!

TABLE 8.--The newspaper adviser should be a professional counselor whose chief responsibility is to give competent counsel and instruction.

	Advisers	College Jury
Strongly agree	41	42
Agree	19	34
Don't know	18	10
Disagree	13	8
Strongly disagree	9	5

TABLE 9.--The newspaper adviser should be a teacher who can explain, demonstrate, and stimulate the staff.

	Advisers	College Jury
Strongly agree	68	75
Agree	27	21
Don't know	1	0
Disagree	0	1
Strongly disagree	4	3

TABLE 10.--The newspaper adviser should be an adviser whom staff members respect for professional background and ability.

	Advisers	College Jury
Strongly agree	66	69
Agree	26	25
Don't know	3	3
Disagree	2	0
Strongly disagree	3	3

TABLE 11.--The newspaper adviser should be a censor who decides what copy to accept and reject.

	Advisers	College Jury
Strongly agree	8	4
Agree	20	9
Don't know	0	0
Disagree	31	31
Strongly disagree	34	47

7. Faith in Students

The authoritarian attitude of many newspaper advisers is portrayed clearly in Table 12 in which three-fifths assert that they should appoint the editor-in-chief! Clearly they appear to have little faith in the ability of teenagers to choose their own leaders. Their insistence that they invariably read all copy and examine all galley proofs indicates either (1) that they

TABLE 12.--The newspaper adviser should appoint the editor-in-chief.

	Advisers	College Jury
Strongly agree	30	25
Agree	29	17
Don't know	10	24
Disagree	19	19
Strongly disagree	12	10

concede that they are incapable of teaching students how to do either or (2) that they don't trust students with any of the copy or proofs of a school newspaper. These positions tend to negate some of these they take in the next section of this study.

TABLE 13.--The newspaper adviser should invariably read all editorial copy.

	Advisers	College Jury
Strongly agree	50	26
Agree	25	19
Don't know	2	16
Disagree	12	22
Strongly disagree	7	16

TABLE 14.--The newspaper adviser should invariably read all galley proofs.

	Advisers	College Jury
Strongly agree	37	24
Agree	29	14
Don't know	4	17
Disagree	20	28
Strongly disagree	11	18

8. Conclusions

Advisers increasingly seem to recognize the need for better professional preparation. Their image of themselves reflects this interest. At the same time their tight control over the students by exercising the power to choose the editor-in-chief, by maintaining a close control of copy and proof, and by the acceptance of the censorship role make it difficult to describe a newspaper staff as a laboratory in democratic problem solving.

THE HUMAN EQUATION AND THE SCHOOL NEWSPAPER

Part 4. The Staff and the Newspaper

A Quill and Scroll Study, 1970
By Dr. Laurence R. Campbell, Director

1. Introduction

The high school newspaper generally is described as a student publication. Therefore, the staff performs the tasks essential to production whereas the adviser teaches and guides them in these activities. To be sure, if the adviser is a censor then he in effect is himself the editor-in-chief. Similarly if he chooses the editor-in-chief, he indirectly controls staff whether benevolently or otherwise.

2. Procedure

What are the personnel policies appropriate for a high school newspaper? Herein Quill and Scroll Studies examines the answers of 135 newspaper advisers and 75 journalism leaders--the latter in the college jury. Both groups indicated whether they would (1) strongly agree, (2) agree, (3) don't know, (4) disagree, or (5) strongly disagree with statements about the newspaper staff and student journalists.

3. Staff Policies

Newspaper advisers and the college jury in their approval of general policies show considerable faith in teenagers. The advisers show less faith than the jury, for as many as a fourth voice dissent on some issues. Many advisers do not even grant the staff the right to be wrong--an infallibility that they appear to demand of students but not of themselves. The data in the tables need no interpretation.

TABLE 1.--Student journalists are basically persons of good will, who serve the public's interests as they see them within the limits of their training and experiences.

	Advisers	College Jury
Strongly agree	35	25
Agree	49	44
Don't know	6	26
Disagree	5	3
Strongly disagree	5	3

TABLE 2.--Student journalists should be free to exercise their craft with no restraints beyond the limits of legal and ethical responsibility.

	Advisers	College Jury
Strongly agree	32	36
Agree	25	25
Don't know	8	11
Disagree	24	16
Strongly disagree	11	12

TABLE 3.--Student journalists are as free as other responsible citizens to probe every facet of high school, community, state, nation, world.

	Advisers	College Jury
Strongly agree	37	36
Agree	31	25
Don't know	4	11
Disagree	22	16
Strongly disagree	5	12

TABLE 4.--Students should have advisers vested with the mandate of defending the student's right in the pursuit of journalistic truth.

	Advisers	College Jury
Strongly agree	42	50
Agree	37	37
Don't know	6	6
Disagree	10	6
Strongly disagree	5	1

TABLE 5.--Student journalists are vested with the unalienable right to make mistakes.

	Advisers	College Jury
Strongly agree	34	37
Agree	35	15
Don't know	10	13
Disagree	11	18
Strongly disagree	9	17

TABLE 6.--Student journalists like other teenagers should be taught to think now and later on.

	Advisers	College Jury
Strongly agree	59	44
Agree	32	44
Don't know	4	7
Disagree	1	1
Strongly disagree	5	3

TABLE 7.--Student journalists should defend their beliefs and express their convictions.

	Advisers	College Jury
Strongly agree	52	48
Agree	26	42
Don't know	4	4
Disagree	4	1
Strongly disagree	4	3

TABLE 8.--Student journalists should learn to solve problems and make decisions as teenagers.

	Advisers	College Jury
Strongly agree	61	55
Agree	33	37
Don't know	1	0
Disagree	2	3
Strongly disagree	5	5

TABLE 9.--The newspaper should adopt constructive policies for the good of the entire school.

	Advisers	College Jury
Strongly agree	62	51
Agree	30	38
Don't know	2	4
Disagree	2	3
Strongly disagree	2	4

4. Staff Practice

The newspaper adviser and college jury appear to believe that student journalists can perform the tasks involved in producing the newspaper, although each statement elicits objections.

TABLE 10.--The newspaper staffs should plan each issue and make all assignments.

	Advisers	College Jury
Strongly agree	74	68
Agree	21	25
Don't know	1	1
Disagree	0	0
Strongly disagree	4	3

TABLE 11.--The newspaper staff should gather news--curricular, co-curricular, sports, etc.

	Advisers	College Jury
Strongly agree	76	71
Agree	19	27
Don't know	0	0
Disagree	0	0
Strongly disagree	5	3

TABLE 12.--The newspaper staff should gather local news that concerns the school or teenagers.

	Advisers	College Jury
Strongly agree	70	61
Agree	24	33
Don't know	0	3
Disagree	0	0
Strongly disagree	5	3

TABLE 13.--The newspaper staff should edit news for style, accuracy, libel, grammar.

	Advisers	College Jury
Strongly agree	72	72
Agree	21	25
Don't know	1	0
Disagree	1	0
Strongly disagree	6	3

TABLE 14.--The newspaper staff should evaluate the newsworthiness of news and other contents.

	Advisers	College Jury
Strongly agree	73	69
Agree	21	27
Don't know	1	1
Disagree	1	0
Strongly disagree	4	3

TABLE 15.--The newspaper staff should select photographs and other pictorial content.

	Advisers	College Jury
Strongly agree	72	70
Agree	23	27
Don't know	1	0
Disagree	0	0
Strongly disagree	4	3

TABLE 16.--The newspaper staff should choose topics for editorials, columns, and articles.

	Advisers	College Jury
Strongly agree	74	66
Agree	20	30
Don't know	1	0
Disagree	0	1
Strongly disagree	4	3

TABLE 17.--The newspaper staff should plan the makeup, pasteup, and perform related tasks.

	Advisers	College Jury
Strongly agree	71	68
Agree	21	28
Don't know	2	0
Disagree	2	1
Strongly disagree	5	3

TABLE 18.--The newspaper staff should solicit and write advertising.

	Advisers	College Jury
Strongly agree	64	56
Agree	22	33
Don't know	4	5
Disagree	3	0
Strongly disagree	7	5

TABLE 19.--The newspaper staff should keep financial records and files.

	Advisers	College Jury
Strongly agree	62	52
Agree	25	32
Don't know	4	5
Disagree	5	5
Strongly disagree	5	5

TABLE 20.--The newspaper staff should conduct polls, consumer surveys, and readership studies.

	Advisers	College Jury
Strongly agree	64	55
Agree	26	38
Don't know	4	4
Disagree	2	0
Strongly disagree	4	3

TABLE 21.--The newspaper staff should solve printing and production problems.

	Advisers	College Jury
Strongly agree	33	32
Agree	37	35
Don't know	8	19
Disagree	16	11
Strongly disagree	6	3

TABLE 22.--The newspaper staff should be free to publish the newspaper as long as its contents are ethically and legally permissible.

	Advisers	College Jury
Strongly agree	59	52
Agree	27	36
Don't know	4	8
Disagree	5	4
Strongly disagree	5	0

TABLE 23.--The newspaper staff should accept the fact that instant correction or immediate solution of all problems are not always feasible.

	Advisers	College Jury
Strongly agree	57	52
Agree	35	40
Don't know	2	1
Disagree	2	3
Strongly disagree	4	4

TABLE 24.--The newspaper staff should maintain effective two-way communication with the adviser.

	Advisers	College Jury
Strongly agree	73	76
Agree	21	21
Don't know	0	0
Disagree	0	0
Strongly disagree	5	3

TABLE 25.--The newspaper staff should maintain effective two-way communication with the principal.

	Advisers	College Jury
Strongly agree	66	52
Agree	27	34
Don't know	1	5
Disagree	1	1
Strongly disagree	5	4

5. Content

Student journalists should be free to develop a newspaper that they feel fits the needs of their public. Such a conclusion might be drawn from the previous discussion. Actually questions about content indicates that the situation is quite different. These tables speak--and speak loudly--on the extent of authoritarian control of school newspapers.

TABLE 26.--Student journalists should put nothing in the newspaper that may hurt the school.

	Advisers	College Jury
Strongly agree	4	14
Agree	11	23
Don't know	7	13
Disagree	43	31
Strongly disagree	34	19

TABLE 27.--Students should put nothing in the newspaper to impair the school's image.

	Advisers	College Jury
Strongly agree	9	3
Agree	23	10
Don't know	12	7
Disagree	35	43
Strongly disagree	21	34

TABLE 28.--The newspaper staff should eliminate gossip, vulgarity, obscenity, profanity, rumors.

	Advisers	College Jury
Strongly agree	81	71
Agree	13	20
Don't know	0	4
Disagree	1	0
Strongly disagree	4	5

TABLE 29.--Students should avoid editorials and columns that deal with controversial issues.

	Advisers	College Jury
Strongly agree	7	0
Agree	5	3
Don't know	2	3
Disagree	38	40
Strongly disagree	48	54

TABLE 30.--Student journalists should accept the administration policies without question.

	Advisers	College Jury
Strongly agree	5	0
Agree	8	4
Don't know	4	3
Disagree	44	27
Strongly disagree	40	66

TABLE 31.--The newspaper staff should eliminate content the principal doesn't like.

	Advisers	College Jury
Strongly agree	5	4
Agree	16	6
Don't know	18	15
Disagree	38	44
Strongly disagree	24	31

TABLE 32.--The newspaper staff should eliminate content the adviser doesn't like.

	Advisers	College Jury
Strongly agree	8	3
Agree	23	15
Don't know	20	18
Disagree	30	33
Strongly disagree	20	31

Since there is often widespread disagreement among adults interested in public schools--administrators, teachers, parents--to whom will that staff turn for infallible guidance on what may "hurt the school" or impair its image. What value are editorials and columns on non-controversial subjects? Are we in Russia where nobody can challenge the policies of the power structure? If we are to teach students to think for themselves, how can we advise them never to question the principal? Is the adviser infallible--or is he so ineffectual that he can teach students to exercise judgment in editing copy. Certainly the adviser who says the staff should eliminate content he doesn't like is an autocrat--not someone teaching American citizenship.

If every adviser is a teacher, he is an adviser of the newspaper to teach student journalists how to exercise judgment in choosing the content of the newspaper. If the adviser exercises the judgment, then he is no longer a teacher. He might as well put out the newspaper himself and not pretend that he is a teacher.

6. Underground Newspapers

Who is to blame for underground newspapers--or do they just happen? Where there is effective communication in a high school, for the minority groups as well as others, there seems to be little

TABLE 33.--Where there is an underground newspaper, the newspaper staff is usually to blame.

	Advisers	College Jury
Strongly agree	8	11
Agree	12	7
Don't know	17	26
Disagree	32	29
Strongly disagree	31	27

need for underground newspapers. Sometimes the newspaper fails simply because principal, adviser, and staff haven't gotten together to establish conditions under which an effective newspaper can be published.

TABLE 34.--Where there is an underground newspaper, the adviser usually is to blame.

	Advisers	College Jury
Strongly agree	4	8
Agree	14	11
Don't know	20	27
Disagree	29	29
Strongly disagree	37	25

TABLE 35.--Where there is an underground newspaper, the principal is usually to blame.

	Advisers	College Jury
Strongly agree	9	18
Agree	17	19
Don't know	19	22
Disagree	28	19
Strongly disagree	25	29

7. Conclusions

Findings in Part IV of this Quill and Scroll Study are encouraging and discouraging. It is heartening to note the support in theory for a kind of student journalism needed in a high school if it is a miniature democratic community. It is depressing to note that so many advisers have too little faith in their own teaching ability or in their staff's learning ability that they maintain authoritarian controls. Such advisers often justify their positions, but actually they are indefensible. Certainly we hope that we are preparing teenagers for a society in which the First Amendment will survive.